

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Fairfax Elementary

District: Allendale County School District

Principal: Dewey Carey

Superintendent: Dr. Ora Watson

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

School Profile

Fairfax Elementary School, located in rural Fairfax, SC, is located in Allendale County. The school serves students from age three through fifth grade. Currently, our enrollment for 2007-2008, is 293. 279 or 95% are African-American, 7 or 2.4% are White, 1.2% are Hispanic, and 2 or .9% are listed as other. Ninety-five percent (95%) of the school's population qualifies for free or reduced lunch.

The faculty is diverse and high turn-over is experienced each year. Currently, we one international teacher from India.

Palmetto Achievement Challenge Test Data:

The Palmetto Achievement Challenge Test (PACT) scores for 2005-2007 were analyzed for grades three through five. The analysis indicated a pattern of students scoring below basic in all core areas.

English Language Arts					Science				
	BB	B	P	A		BB	B	P	A
2007	42.1	48.6	9.3	0	2007	73.7	18.4	7.9	0
2006	42.5	45.3	10.4	1.9	2006	81.7	13.8	2.8	1.8
2005	36	52.6	11.4	0	2005	69.3	24.6	3.5	2.6
Mathematics					Social Studies				
	BB	B	P	A		BB	B	P	A
2007	43	49.5	6.5	0.9	2007	55.4	37.8	0	2.7
2006	52.3	37.6	7.3	2.8	2006	67.9	28.4	1.8	1.8
2005	40.4	45.6	10.5	3.5	2005	56.1	36	7.9	0

This graph is showing three years of PACT data for English/Language Arts, Math, Science, and Social Studies. The data clearly shows that there has been a decline in number of students scoring at the proficient or advanced level in ELA, Math and Social Studies over a three-year period. This decline in the number of students scoring at the upper levels, supports the need for the goals and strategies that we will implement in each of the core content areas.

Measures of Academic Progress Data:

English Language Arts					Mathematics				
	BB	B	P	A		BB	B	P	A
5th	48	28	2	0	5th	48	28	2	0
4th	38	43	0	5	4th	50	33	5	0
3rd	27	37	24	0	3rd	46	34	7	0

This chart shows a correlation of Spring 2008 MAP data to predicted PACT performance. The data shows that less than 5% of the student population in grades 4 & 5 are predicted to score at the proficient or advanced levels on PACT ELA and Math. The data confirms the need for goals and strategies which focus on the ELA and Math content areas.

Summary of the Process

The principal, Instructional Facilitator, Science Coach, Guidance Counselor, grade level chairpersons, and the media specialist comprise our School Leadership Team. The team reviewed the FSRP goals, strategies, and recommendations from the Confirmation Committee to begin revision on the FSRP. The School Leadership Team began writing goals for the report by focusing on the data from the school's report card and analyzing the Spring 2008 MAP results. From this data, SMART goals were developed to enable our school to meet expected progress for the 2008-09 school year. The Leadership Team identified strategies which will facilitate reaching the goals. The draft document was shared with the entire faculty and feedback was considered in the development of the final plan.

Narrative of Meeting Expected Progress:

The School Leadership Team utilized the Absolute Value Calculator to determine necessary growth for meeting expected progress. We found that by having 50% of our students scoring at the Proficient or Advanced levels on ELA, Math and Science PACT, as our goals state, our absolute value rating would increase from 2.1 to 3.1, helping us meet expected progress and attain an **Average** Rating on the 2009 Report Card.

The plan has been revised in accordance with recommendations of the External Review Team. Also, goals and strategies were revised to meet the SMART goal criteria and reflect emphasis of the new principal, Mr. Dewey Carey and increased expectations by Dr. Ora Watson, Superintendent of Allendale County Schools.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

	Testing	Utilization of Data	Professional Development	Implementation/ Monitoring of Strategies
August 2008		<ul style="list-style-type: none"> • Reflective conversations about science instruction 	<ul style="list-style-type: none"> • SC Science Standards • On-Course 	<ul style="list-style-type: none"> • Science Hands-on Experiences • Review lesson plans • Weekly collaborative meetings • Student notebooks • Classroom walkthroughs • Science Coach demonstration lessons • Successmaker Schedule • Successmaker reports to teachers
September 2008	<ul style="list-style-type: none"> • MAP Testing 	<ul style="list-style-type: none"> • Analyze MAP Data • Reflective conversations about science instruction 	<ul style="list-style-type: none"> • Lesson Cycle • Balanced Literacy • Calendar Math Collaborative Meeting • Positive Discipline & Classroom Management • Weekly grade level meetings • Develop school wide math drills at each grade level 	<ul style="list-style-type: none"> • Science Hands-on Experiences • Review lesson plans • Weekly collaborative meetings • Student notebooks • Classroom walkthroughs • Science Coach demonstration lessons • Instructional CD for teachers • Professional Learning Community Meeting • Afterschool Program • Curriculum Guide & materials for after-school program • Hands-on math activities • Math Computational Drills • Successmaker reports to teachers
October 2008	<ul style="list-style-type: none"> • Tests for Higher Standards 	<ul style="list-style-type: none"> • Reflective conversations about instruction based on classroom assessment data 	<ul style="list-style-type: none"> • Writing Across the Curriculum • Successmaker • Tests for Higher Standards • MAP Data Analysis • Observe implementation of Calendar Math • Weekly grade level 	<ul style="list-style-type: none"> • Student technology presentations • Analyze & maintain writing samples • Science Hands-on Experiences • Review lesson plans • Weekly collaborative meetings • Student notebooks • Classroom walkthroughs • Science Coach demonstration lessons

			meetings	<ul style="list-style-type: none"> Accelerated Reader incentive program Professional Learning Community Meeting Peer Calendar Math observations Student Recognition Successmaker reports to teachers
November 2008		<ul style="list-style-type: none"> Reflective conversations about instruction based on classroom assessment data 	<ul style="list-style-type: none"> Professional Development Review Interim Reports Review Benchmark Testing Check Student notebooks in science and ELA Weekly grade level meetings 	<ul style="list-style-type: none"> Science Hands-on Experiences Review lesson plans Weekly collaborative meetings Student notebooks Classroom walkthroughs Science Coach demonstration lessons Professional Learning Community Meeting Successmaker reports to teachers
December 2008	<ul style="list-style-type: none"> MAP Testing Tests for Higher Standards 	<ul style="list-style-type: none"> Reflective conversations about instruction based on classroom assessment data Analyze MAP & Tests for Higher Standards Data 	<ul style="list-style-type: none"> Calendar Math Walkthrough Science Professional Development Observe use of technology in grades 3-5 Weekly grade level meetings Review/discuss progress of school wide math drills 	<ul style="list-style-type: none"> Science Hands-on Experiences Review lesson plans Weekly collaborative meetings Student notebooks Classroom walkthroughs Science Coach demonstration lessons Professional Learning Community Meeting Successmaker reports to teachers
January 2009		<ul style="list-style-type: none"> Reflective conversations about instruction based on classroom assessment data 	<ul style="list-style-type: none"> Grade Level Meetings reviewing data Review Successmaker reports at each grade level Review documentation of student progress in grades 3-5 MAP Testing Observe implementation of trainings (Writing Across the Curriculum, Balanced Literacy, etc) 	<ul style="list-style-type: none"> Science Hands-on Experiences Review lesson plans Weekly collaborative meetings Student notebooks Classroom walkthroughs Science Coach demonstration lessons Professional Learning Community Meeting Student Recognition Successmaker reports to teachers

			<ul style="list-style-type: none"> • Calendar Math Walkthrough • Weekly grade level meetings 	
February 2009		<ul style="list-style-type: none"> • Reflective conversations about instruction based on classroom assessment data 	<ul style="list-style-type: none"> • Science Fair • Review student interim reports • 2nd Quarter Bench Mark Testing • Collect/Analyze Student Data Reports • Weekly grade level meetings 	<ul style="list-style-type: none"> • Science Hands-on Experiences • Review lesson plans • Weekly collaborative meetings • Student notebooks • Classroom walkthroughs • Science Coach demonstration lessons • Professional Learning Community Meeting • Successmaker reports to teachers
March 2009	<ul style="list-style-type: none"> • MAP Testing • Tests for Higher Standards 	<ul style="list-style-type: none"> • Reflective conversations about instruction based on classroom assessment data • Analyze MAP & Tests for Higher Standards Data 	<ul style="list-style-type: none"> • MAP Testing • Collect/Analyze Student Data Reports • Calendar Math Walkthrough • Observe use of technology in grades 3-5 • Weekly grade level meetings 	<ul style="list-style-type: none"> • Science Field Trips • Guest speakers for science • Family Science Night • Student Recognition • Successmaker reports to teachers
April 2009		<ul style="list-style-type: none"> • Reflective conversations about instruction based on classroom assessment data 	<ul style="list-style-type: none"> • Data Conferences • Review SuccessMaker Reports • Review documentation of student progress • 3rd Quarter Benchmark Testing • Review student report cards • Weekly grade level meetings 	<ul style="list-style-type: none"> • Science Hands-on Experiences • Review lesson plans • Weekly collaborative meetings • Student notebooks • Classroom walkthroughs • Science Coach demonstration lessons • Professional Learning Community Meeting • Successmaker reports to teachers
May 2009	<ul style="list-style-type: none"> • PACT Testing 	<ul style="list-style-type: none"> • Reflective conversations about instruction based on classroom assessment data 	<ul style="list-style-type: none"> • Review student remediation plans • Review MAP Data and plan for 2009-2010 school year • Weekly grade level meetings 	<ul style="list-style-type: none"> • Science Hands-on Experiences • Review lesson plans • Weekly collaborative meetings • Student notebooks • Classroom walkthroughs • Science Coach demonstration lessons • Professional Learning Community Meeting • Successmaker reports to teachers

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 1:

By April 1, 2009, 35% of students in grades 3-5 will score 70% or higher on the Spring 2009 administration of the Tests for Higher Standards Science Benchmarks.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will facilitate weekly Science Hands-on experiences implementing scientific inquiry through lab activities and demonstrations from FOSS and Delta Science Kits.	Principal Science Coach Curriculum Coordinator	August 2008	<ul style="list-style-type: none"> • The Science Coach will work with teachers during weekly planning meetings to develop hands-on science experiences, lab activities, & demonstration lessons which are tied directly to the SC Science Standards. • At least one hands-on science activity or demonstration from the FOSS and Delta Science Kits per week should be indicated in the plan. • Students will maintain a Science Notebook to document participation in weekly hands-on science activities. Teachers and the Science Coach will check student notebooks after the hands-on activity. • Walkthrough observations will be conducted in each of the three science teachers' classrooms by the Science Coach, Instructional Facilitator and Principal at least once per week. Reflective conversations will be held between the observer and the teacher to discuss the observation and strategies for improving instructional practice. Written documentation will be maintained through a Collaboration Log. Partlow

Weekly science instruction: Implement district and state curriculum standards and guidelines based on the Anderson 5 Curriculum.	Teachers Science Coach	September 2008	<ul style="list-style-type: none"> Teachers will plan science instruction based on guidelines in the Anderson 5 curriculum. The Science Coach will review lesson plans and discuss planned activities and the correlation to state standards with teachers during weekly meetings. A log of items discussed at weekly meetings will be maintained by the science coach. Students will maintain a Science Notebook to document participation in weekly science activities. Teachers and the science coach will monitor student notebooks. Walkthrough observations will be conducted in each of the three science teachers' classrooms by the Science Coach, Instructional Facilitator and Principal at least once per week. Reflective conversations will be held between the observer and the teacher to discuss the observation and strategies for improving instructional practice. Written documentation will be maintained through a Collaboration Log. Partlow
Science teachers will integrate non-fiction read-alouds into classroom instruction at least once per week to build background knowledge and responding to reading (writing across the curriculum)	Teachers Science Coach	September 2008	<ul style="list-style-type: none"> Teachers will indicate non-fiction read-aloud weekly in lesson plans. Students will respond to the read-aloud in their Science Notebook. The writing will be assessed using a modified writing rubric to reinforce strategies in Writing Across the Curriculum. Partlow
Family Science Night will be scheduled to increase parent knowledge of ways to assist students with science concepts.	Teachers Science Coach	February 2008	<ul style="list-style-type: none"> A Family Science Night will be scheduled where teachers present hands-on activities with students and parents. Students will be able to showcase activities done in science classes to their parents. Photos and sign-in sheets will document parent and student participation in activities. A Science Fair will be held for students in grades 3-5. Students will work individually or in teams to create a project that demonstrates use of Science Inquiry. Partlow and Walker
A science coach will work with teachers to improve science instruction based on an analysis of the Tests for Higher Standards.	Science Coach	August 2008	<ul style="list-style-type: none"> The science coach will observe in each of the three science teachers classes each week and have reflective conversations with teachers on classroom instruction observed.

			<ul style="list-style-type: none"> • The Science Coach will model demonstration lessons at least once per month and have reflective conversations with teachers on what was observed. • The science coach will attend science content area meetings weekly with teachers to review lesson plans and discuss planned activities and the correlation to state standards with teachers during weekly meetings. A log of items discussed at weekly meetings will be maintained by the science coach. • The Science Coach will present ongoing professional development on SC Science Standards and the use of exemplary materials for teachers. <p>Partlow</p>
Administer Tests for Higher Standards Science benchmark testing each nine weeks, and weekly mini-assessments of standards and analyze results to determine effectiveness of curriculum and teaching strategies.	Teachers Science Coach Curriculum Coordinator	September 2008	<ul style="list-style-type: none"> • The Science Coach will lead weekly collaborative meetings where science teachers in grades 3-5 analyze Tests for Higher Standards results, review curriculum standards, identify outcomes, and then develop assessments tied to these standards. • Teachers will administer these assessments on a weekly basis to monitor student progress in the SC Curriculum Standards. • At least one meeting per month, teachers will review student progress on these assessments with other science teachers and collaborate on further refinement of assessments and strategies for re-teaching problem areas. <p>Partlow</p>
Teachers will utilize the Lesson Cycle as an outline for direct instruction to include objectives <ol style="list-style-type: none"> 1. standards 2. anticipatory set 3. teaching <ol style="list-style-type: none"> o input o modeling o check for understanding 4. guided practice/monitoring 5. closure 6. independent practice 	Science Coach Teachers	September 2008	<ul style="list-style-type: none"> • The teacher will provide daily feedback to students on their progress during/after the lesson. • Walkthrough observations will be conducted in each of the three science teachers' classrooms by the Instructional Facilitator and Principal at least once per week. Reflective conversations will be held between the observer and the teacher to discuss the observation and strategies for improving instructional practice. Written documentation will be maintained through a Collaboration Log. <p>Partlow</p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 2:

By April 1, 2009, using a correlation of Spring 2009 MAP and PACT data, 50% of students in grades 3-5 will score at or above the **proficient** level on the PACT ELA Assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Implement Writing Across the Curriculum in all content classes grades 3-5 <ul style="list-style-type: none"> Orally express ideas in complete sentences. Organization Sentence Fluency Ideas/Content Word Choice 	Classroom Teachers Instructional Facilitator Principal	September 2008	<ul style="list-style-type: none"> Professional development on Writing Across the Curriculum will be scheduled for ELA teachers. ELA teachers will indicate writing activities and use of rubrics and or checklist in weekly lesson plans. Teachers will analyze student writing samples and provide teacher commentary on the assessment results. Teachers will maintain student work folders/journals to include student writing samples. Walkthrough observations will be conducted in each of the teachers' classrooms by the Instructional Facilitator and Principal at least once per month during at least one of their writing activities. Reflective conversations will be held between the observer and the teacher to discuss the observation and strategies for improving instructional practice. Written documentation will be maintained through a Collaboration Log. Partlow & Carey
Teachers will plan 120 minutes of reading instruction daily—implementing a balanced literacy model as expected by the Anderson 5 Curriculum with Teacher-Directed/ Guided Reading, Small Group, Word	Classroom Teachers Students Instructional Facilitator	September 2008	<ul style="list-style-type: none"> Professional development on Balanced Literacy will be scheduled for all teachers. Teachers will indicate the required components of the Balanced Literacy program (Teacher-Directed/Guided Reading, Small Group, Word Study, Writing, and Independent Reading/Read-

Study, Writing, and Independent Reading/Read-aloud daily.			<p>aloud) in weekly lesson plans.</p> <ul style="list-style-type: none"> Walkthrough observations will be conducted in each of the three ELA teachers' classrooms by the Instructional Facilitator and/or Principal at least once per week. Reflective conversations will be held between the observer and the teacher to discuss the observation and strategies for improving instructional practice. Written documentation will be maintained through a Collaboration Log. <p>Partlow & Carey</p>
<p>Incorporate CAT through Successmaker. Classroom teachers and computer lab managers and lab assistants will assist with instruction.</p> <p>Students participate in three 20-minute ELA Success Maker sessions each week.</p> <p>Incorporate Accelerated Reader at each grade level.</p> <p>Lab managers, lab assistants and teachers will monitor student progress.</p>	Teachers Principal Instructional Facilitator	September 2008	<ul style="list-style-type: none"> Professional development on Success Maker will be scheduled for all teachers. A schedule of classroom usage of Success Maker will be established. Students participate in three 20-minute ELA Success Maker sessions each week. The lab manager will print and distribute classroom reports to teachers. The reports will be discussed and analyzed during grade level meetings with the Instructional Facilitator. Incentive programs will be established monthly to award student progress in the Accelerated Reader program. A student recognition board will be maintained outside the media center. Administrator will conduct at least 1 monthly three-minute walkthrough to determine student engagement & teachers' time used as a facilitator for student learning. Administrators will meet with the teacher & lab manager following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be maintained. <p>Partlow & Carey</p>
Administer MAP assessment, analyze data and use results to plan for instruction.	Principal and Teachers	September 2008	<ul style="list-style-type: none"> Professional development will be provided for teachers to introduce the MAP testing program. MAP Fall assessment will be administered to students in grades 3-5. Professional development will be provided for teachers on accessing and utilizing MAP data to drive instruction. Teachers will analyze MAP data and place students in flexible groups for instruction based on identified needs. Teachers will indicate flexible

			group instruction in their lesson plans. Partlow & Carey
Ongoing Professional Learning Communities will be established for teachers to collaborate on ELA curriculum standards, success maker reports, etc.	Teachers Instructional Facilitator	September 2008	<ul style="list-style-type: none"> Weekly grade level team meetings will be held to discuss assessments, curriculum standards, & data analysis. The Instructional Facilitator will lead the grade level meetings and will maintain a log of topics discussed. Professional Learning Community meetings will be scheduled once per month for teachers to collaborate on curriculum. Administrators will lead the Professional Learning Community meetings and will maintain a log of topics discussed. Partlow & Carey
MAP Goal setting conferences with students to assist them in understanding their current performance and to set goals for growth.	Teachers	October 2008	<ul style="list-style-type: none"> Student files will be kept of Goal Setting Conferences (indicating dates, areas covered, and signatures). Conferences will be held after each MAP test administration. Files will be kept by ELA and Math teachers. Administrators will review the files in October, January, & March. Teachers will review the files with the students prior to each MAP administration to assess progress in reaching goals. Partlow & Carey

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Student Achievement Goal 3:

By April 1, 2009, using a correlation of Spring 2009 MAP and PACT data, 50% of students in grades 3-5 will score at or above the **proficient** level on the PACT Math Assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<p>Utilize Success Maker in math at grade levels 3 through 5 on a weekly basis.</p> <p>Students participate in three 20-minute Math Success Maker sessions each week.</p> <p>Lab managers, lab assistants and teachers will monitor student progress.</p>	<p>Principal Lab Manager Instructional Facilitator Teachers</p>	<p>September 2008</p>	<ul style="list-style-type: none"> Professional development on Success Maker will be scheduled for all teachers. A schedule of classroom usage of Success Maker will be established. Students participate in three 20-minute Math Success Maker sessions each week. The lab manager will print and distribute classroom reports to teachers. The reports will be discussed and analyzed during grade level meetings with the Instructional Facilitator. Administrator will conduct at least 1 monthly three-minute walkthrough to determine student engagement & teachers' time used as a facilitator for student learning. Administrators will meet with the teacher & lab manager following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be maintained. <p>Partlow & Carey</p>
<p>Teachers will plan and implement 60 minutes of daily math instruction implementing Calendar Math and Problem Solving Activities, as well as RIT Band Instruction during guided math lessons using hands-on materials.</p>	<p>Teacher Instructional Facilitator Principal Teachers</p>	<p>September 2008</p>	<ul style="list-style-type: none"> Calendar Math collaboration session will be scheduled for all teachers to establish expectations for Calendar Math activities in classroom instruction. Teachers will observe Calendar Math activities in each other classrooms once per semester to increase knowledge of strategies and deliver. Teachers will submit a peer observation

			<p>summary to administration after visit.</p> <ul style="list-style-type: none"> • Teachers will indicate daily Calendar Math activities in lesson plans. • Professional development will be provided for teachers to introduce the MAP testing program. • MAP Fall assessment will be administered to students in grades 3-5. • Professional development will be provided for teachers on accessing and utilizing MAP data to drive instruction. • Teachers will analyze MAP data and place students in flexible groups for instruction based on identified needs. Teachers will indicate flexible group instruction in their lesson plans. • Walkthrough observations will be conducted in each of the three math teachers' classrooms by the Instructional Facilitator and/or Principal at least once per week. Reflective conversations will be held between the observer and the teacher to discuss the observation and strategies for improving instructional practice. Written documentation will be maintained through a Collaboration Log. <p>Partlow & Carey</p>
Ongoing Professional Learning Communities will be established for teachers to collaborate on Math curriculum standards, calendar math, school wide-math drills, etc.	Teachers Instructional Facilitator	September 2008	<ul style="list-style-type: none"> • Weekly grade level team meetings will be held to discuss assessments, curriculum standards, & data analysis. The Instructional Facilitator will lead the grade level meetings and will maintain a log of topics discussed. • Professional Learning Community meetings will be scheduled once per month for teachers to collaborate on curriculum. Administrators will lead the Professional Learning Community meetings and will maintain a log of topics discussed. <p>Carey & Partlow</p>
After-school tutoring program for students with weaknesses identified from MAP testing.	Teachers Instructional Facilitator	September 2008	<ul style="list-style-type: none"> • Students will attend the afterschool program two days per week to focus on areas of remediation identified by MAP testing. • South Carolina Curriculum Standards will be addressed through the afterschool program curriculum. Curriculum guide and materials will be provided for afterschool program teachers. • Data analysis of MAP testing results for after

			<p>school program students will be conducted after each MAP testing session to determine progress.</p> <p>Carey & Partlow</p>
<p>Use of math manipulatives, calculators and hands-on activities will be conducted on a weekly basis.</p>	<p>Teachers Instructional Facilitator</p>	<p>September 2008</p>	<ul style="list-style-type: none"> • The Instructional Facilitator will review lesson plans and discuss planned activities with teachers during weekly meetings. A log of items discussed at weekly meetings will be maintained by the Instructional Facilitator. • Teachers will indicate hands-on math activities in their weekly lesson plans. At least three hands-on math activities per week should be indicated in the plan. • Students will maintain a Math Notebook to document participation in weekly hands-on math activities. Teachers and the Instructional Facilitator will check student notebooks after the hands-on activity. • Administrators will conduct at least 10 weekly three-minute walkthroughs to determine whether teachers are utilizing manipulatives and other hands-on tools during instruction. Administrators will meet with the teacher following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be maintained. • Partlow & Carey
<p>Weekly math computational drills based upon appropriate curriculum standards will be conducted at grade 3. Quarterly student recognition will be conducted to recognize students who have mastered math facts.</p>	<p>Teachers</p>	<p>August 2008</p>	<ul style="list-style-type: none"> • Teachers will maintain a spreadsheet with individual student scores by week, along with a copy of the computation drills used for each week. • The Instructional Facilitator will review each teacher's documentation at the end of each nine-week period. Documentation will be maintained by the teacher. • Photos and a list of students who are recognized each quarter will be posted on a Student Recognition Board. <p>Partlow</p>
<p>MAP Goal setting conferences with students to assist them in understanding their current performance and to set goals for growth.</p>	<p>Teachers</p>	<p>October 2008</p>	<ul style="list-style-type: none"> • Student files will be kept of Goal Setting Conferences (indicating dates, areas covered, and signatures). • Conferences will be held after each MAP test administration. • Files will be kept by ELA and Math teachers.

			<p>Administrators will review the files in October, January, & March.</p> <ul style="list-style-type: none"> Teachers will review the files with the students prior to each MAP administration to assess progress in reaching goals. <p>Partlow & Carey</p>
Administer MAP assessment, analyze data and use results to plan for instruction.	Principal and Teachers	September 2008	<ul style="list-style-type: none"> Professional development will be provided for teachers to introduce the MAP testing program. MAP Fall assessment will be administered to students in grades 3-5. Professional development will be provided for teachers on accessing and utilizing MAP data to drive instruction. Teachers will analyze MAP data and place students in flexible groups for instruction based on identified needs. Teachers will indicate flexible group instruction in their lesson plans. <p>Partlow & Carey</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, the principal will provide professional development for teachers to implement strategies in the Student Achievement Goals, as measured by a correlation of Spring 2009 MAP and PACT data:

- **35% of students in grades 3-5 will achieve a score of 70% or higher on the Spring 2009 Science Tests for Higher Standards.**
- **50% of students in grades 3-5 will achieve a performance rating of proficient on the PACT ELA Assessment.**
- **50% of students in grades 3-5 will achieve a performance rating of proficient on the PACT Math Assessment.**

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Teachers will utilize <i>On Course</i> and the Lesson Cycle to develop lesson plans.	Teachers Principal Instructional Facilitator	August 2008	<ul style="list-style-type: none"> • Professional development for On Course will be scheduled for all teachers. • Teachers will indicate the required components of the Lesson Cycle in weekly lesson plans. Administrators will check lesson plans weekly for inclusion of the Lesson Cycle Components. Partlow & Carey
Implement Writing Across the Curriculum at each grade level	Classroom Teachers Instructional Facilitator Principal	September 2008	<ul style="list-style-type: none"> • Professional development on Writing Across the Curriculum will be scheduled for all teachers. • All teachers will indicate writing activities and use of rubrics in weekly lesson plans. • Teachers will analyze student writing samples and provide teacher commentary on the assessment results. • Teachers will maintain student work folders/journals to include student writing samples. • Administrators will conduct at least 10 weekly three-minute walkthroughs to determine whether teachers utilizing strategies from the Writing Across the Curriculum professional development. Administrators will meet with the teacher following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be maintained. Partlow & Carey

Provide professional development for teachers to implement a balanced literacy model as expected by the Anderson 5 Curriculum with Teacher-Directed/Guided Reading, Small Group, Word Study, Writing, and Independent Reading/Read-aloud daily.	Classroom Teachers Students Instructional Facilitator	September 2008	<ul style="list-style-type: none"> Professional development on Balanced Literacy will be scheduled for all teachers. Teachers will indicate the required components of the Balanced Literacy program (Word Study, Guided Reading, Independent Reading, and Writing) in weekly lesson plans. Administrators will conduct weekly walkthroughs in the three ELA classes to determine whether teachers are implementing all components of the Balanced Literacy Program. Administrators will meet with the teacher following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be maintained. Partlow & Carey
The principal will assist in developing a Professional Learning Community through attendance at weekly collaborative meetings to help focus on the school's FSRP goals for 2008-09.	Principal	August 2008	<ul style="list-style-type: none"> Agenda for the training/workshop will be kept. Principal will schedule collaborative team meetings on a weekly basis. Agendas and minutes from meetings will be documented. Team meetings will focus on analyzing progress toward meeting FSRP goals. Carey
Provide training for teachers on Positive Discipline and classroom management	Principal Instructional Facilitator	August 2008	<ul style="list-style-type: none"> Professional development on Positive Discipline and Classroom Management strategies will be provided for all teachers. Principal will require a classroom discipline plan from each teacher. A consultant will visit each class to observe implementation of strategies covered during training. Principal will monitor the number and disposition of referrals. Principal will dialogue and conference with teacher. Revisions will be made in discipline plan. Outside specialists will be brought in to assist with classroom management. Carey

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

By April 1, 2009, the principal will ensure that teachers are utilizing data to improve student achievement, as measured by a correlation of Spring 2009 MAP and PACT data:

- **35% of students in grades 3-5 will achieve a score of 70% or higher on the Spring 2009 Science Tests for Higher Standards.**
- **50% of students in grades 3-5 will achieve a performance rating of proficient on the PACT ELA Assessment.**
- **50% of students in grades 3-5 will achieve a performance rating of proficient on the PACT Math Assessment.**

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Principal will check lesson plans to ensure that teachers are teaching standards-based lessons.	Principal	August 2008	<ul style="list-style-type: none"> • Administrator will monitor weekly lesson plans using On Course System to ensure that teachers refer to standards in their lesson planning. A checklist will be kept to indicate that plans have been checked for compliance. • Administrator will conference with teachers needing assistance. Carey & Partlow
Provide training to utilize Tests for Higher Standards and MAP data and DesCartes for teachers.	Principal	August 2008	<ul style="list-style-type: none"> • Teachers will be provided ongoing staff development sessions on utilizing assessment data to design classroom instruction. Teachers will provide instruction for small flexible groups of students based on MAP & Tests for Higher Standards data. • Administrators will conduct at least 10 weekly three-minute walkthroughs once per month to determine whether teachers are implementing strategies in the classroom. The administrators will meet with teachers following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be maintained by the principal. Carey & Partlow

Principal will conduct quarterly MAP & Tests for Higher Standards data analysis meetings with teachers to determine progress toward meeting student achievement goals.	Principal	October 2008	<ul style="list-style-type: none"> • Agenda of the meetings will be kept as documentation of topics covered. • Teachers will discuss instructional strategies for meeting the needs of identified students. • Administrators will conduct at least 10 weekly three-minute walkthroughs once per month to determine whether teachers are implementing strategies in the classroom. The administrators will meet with teachers following the walkthroughs to discuss what was observed. Written documentation from the walkthroughs will be maintained by the principal. <p>Carey & Partlow</p>
Track student improvement in MAP focus areas during the 3 testing sessions (Fall, Winter, & Spring) for improved achievement.	Principal	September 2008	<ul style="list-style-type: none"> • Administrators will maintain a file of student progress on each MAP testing session. The file will be update after each administration. <p>Carey & Partlow</p>
Provide Academic Achievement incentives for students with the greatest growth as determined by Winter and Spring MAP testing.	Principal	October 2008	<ul style="list-style-type: none"> • A chart will be maintained in the front area of the school that documents with the greatest growth on MAP assessments. • Quarterly activities/incentives will be provided to reward students for growth on MAP assessments. Photos documenting awards & activities will be maintained. <p>Carey & Partlow</p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

By April 1, 2009, the district will support successful implementation of the school's instructional programs to improve academic achievement, as measured by a correlation of Spring 2009 MAP and PACT data:

- **35% of students in grades 3-5 will achieve a score of 70% or higher on the Spring 2009 Science Tests for Higher Standards.**
- **50% of students in grades 3-5 will achieve a performance rating of proficient on the PACT ELA Assessment.**
- **50% of students in grades 3-5 will achieve a performance rating of proficient on the PACT Math Assessment.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development in data analysis of MAP data in K-12.	Assistant to the Superintendent/Meredith Cooler	September 2008	Ongoing professional development in MAP data analysis will be provided throughout the school year geared to grade level groupings to improve teacher analysis of data and enable teachers to meet needs of individual students based on standardized testing performance. Professional Development will be monitored by sign-in sheets, agendas, and evidence of flexible grouping in lesson plans- <i>Professional development coordinator.</i>
Implement STAR Academy and Overage Learning Center Program.	Superintendent/Dr. Ora Watson	August 2008	Participation in computer assisted instructional programs to provide opportunities for overage students in grades 8-12 to work on individualized programs to accelerate student achievement, reduction in the number of overage students in the 8 th and 9 th grades – <i>STAR Academy Lead Teacher and Alternative Program Director</i>

Implement benchmark tests in Science and Social Studies.	Director of Instructional Accountability/Becky Dukes	September 2008	Purchase Tests for Higher Standards for the district, create Science and Social Studies benchmark tests, provide Professional Development for teachers on using the results of the tests to make instructional decisions. Professional Development will be monitored by sign-in sheets, agendas, and evidence in lesson plans of standards focus based on data. - <i>Professional development coordinator, Director of instructional accountability</i>
Implement and supervise effective instructional delivery in K-12.	Superintendent/ Dr. Ora Watson; Assistant to the Superintendent/Meredith Cooler	August 2008	District level administrative staff will provide professional development on the Lesson Cycle and will purchase and train on software for the Classroom Walkthrough to observe lessons and planning to ensure quality instructional strategies and effective instruction throughout the school year. District Office Administration will support by making 5 observations per administrator per week. Assistant to the Superintendent will review lesson plans on On-Course Lesson Plan websites weekly to make sure the Allendale Lesson Cycle plan is being used to teach standards in all core subject areas. - <i>Superintendent, Assistant to the Superintendent, Education Services</i>
Implement Class Index Goals for all core content teachers in Grades K-10 for accountability.	Superintendent/ Dr. Ora Watson	September 2008	Development of a Teacher Achievement Goal based on MAP growth from Spring 08 to Spring 09 in Math and Reading in Grades K-10 and based on growth on Benchmark growth from Fall 08 to Spring 09 in Science and Social Studies for teachers in grades 3-10 - <i>Director of Instructional Accountability</i>
Monthly Reports to Board of Trustees on the progress of each school's Focused School Renewal Plan.	Superintendent/ Dr. Ora Watson	August 2008	Each principal will give a monthly report to the Board of Trustees on their school's progress toward meeting the goals of their Focused School Renewal Plan (Reports will be in Board minutes and on Board Meeting Agendas) - <i>Secretary to the Superintendent</i>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

By April 1, 2009, the district will increase educational technology to improve academic achievement, as measured by a correlation of Spring 2009 MAP and PACT data:

- **35% of students in grades 3-5 will achieve a score of 70% or higher on the Spring 2009 Science Tests for Higher Standards.**
- **50% of students in grades 3-5 will achieve a performance rating of proficient on the PACT ELA Assessment.**
- **50% of students in grades 3-5 will achieve a performance rating of proficient on the PACT Math Assessment.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Purchase and Implement benchmark tests in Science and Social Studies.	Director of Instructional Accountability/Becky Dukes	September 2008	Purchase <i>Tests for Higher Standards</i> software for the district, create Science and Social Studies benchmark tests, provide Professional Development for teachers on using the results of the tests to make instructional decisions - <i>Professional development coordinator, Director of instructional accountability</i>
Purchase software and hardware to implement and supervise effective instructional delivery in K-12.	Superintendent/Dr. Ora Watson	August 2008	District level administrative staff will provide professional development on the Lesson Cycle and will purchase and train on software for the Classroom Walkthrough to observe lessons and planning to ensure quality instructional strategies and effective instruction throughout the school year - <i>Superintendent</i>
Secure software program to implement Class Index Goals for all core content teachers in Grades K-10 for accountability.	Assistant to the Superintendent/Meredith Cooler	September 2008	Purchase a Teacher Achievement Goals software program to create Class Index Goals based on MAP growth from Spring 08 to Spring 09 in Math and Reading in Grades K-10 and based on growth on Benchmark growth from Fall 08 to Spring 09 in Science and Social Studies for teachers in grades 3-10. Goals will be part of the teacher's annual evaluation. - <i>Assistant to the Superintendent, Director of Instructional Accountability</i>
Purchase <i>Successmaker</i> software for elementary and middle schools.	Assistant to the Superintendent/Meredith Cooler	August 2008	Purchase <i>Successmaker</i> software and install in school computer labs. Provide training for principals and staff. Analyze Class Progress Reports - <i>Assistant to the Superintendent, Director of Instructional Accountability</i>

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

MAP - state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time.

RIT Score – short for Rausch Unit – an equal interval achievement scale used to measure achievement over time.

PACT - South Carolina **Palmetto Achievement Challenge Test**. A state adopted statewide assessment program to measure student performance.

Balanced Literacy - an approach to reading that incorporates both whole language and phonics instruction.

On Course - a web-based tool that automates the creation, management and sharing of lesson plans

Calendar Math - based on best classroom practices for teaching mathematics that have been validated by scientific research. These practices include daily whole class discussion and dialogic discourse, the usage of real life data and visual models, continuous exposure to critical mathematical concepts, making connections across mathematical strands, offering students multiple points of entry, cooperative learning, developing number sense and computational fluency, the usage of informal learning and games, differentiating instruction, and ongoing assessment.

Success Maker - a learning environment that offers a powerful combination of management system, assessment, and curriculum resources to provide administrators, teachers, and students with tools to improve academic performance.

Accelerated Reader - advanced technology helps you:

- Make essential reading practice more effective for every student.
- Personalize reading practice to each student's current level.
- Manage all reading activities including read to, read with, and independent reading.
- Assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes.
- Build a lifelong love of reading and learning.

Writing Across the Curriculum - is an educational reform movement that seeks to improve students' critical thinking skills through an increase in writing instruction throughout all departments and courses.

CAT – Computer-Assisted Technology – software such as Success Maker, Accelerated Reader, used to enhance student learning.